

Wartburg

magazine

Spring, 1982



A letter from the editor

Spring, 1982

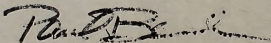
Dear Reader:

In our last issue, we looked at issues with an international flavor—racial attitudes, world peace and health. In this, our second issue, we turn more inward and look at what's in store for Wartburg in the coming decade. Our cover story looks at a number of different aspects of the college, especially those related to finances. The second cover deals with the new general education program and how it is working after its second year in place.

If the flavor of this issue is pessimistic, it shouldn't be. While the college will confront many problems in the coming decade, the administration appears to be addressing them with the right attitude. Rather than waiting for crises to arise, the college is aggressively attacking the issues before they become problems. While many of these decisions are bound to be unpopular, they are decisions that must be made. If the college continues to make the decisions as a community, they may be a bit more palatable.

A final comment about this issue is in order. Many helpful comments were offered after the first issue. Many of the suggestions were followed—especially in the area of giving credit for stories and photographs. While the writers of these stories spent an incredible amount of time in writing them, credit, too, must go to the staff members who helped out on interviews and other things in the process of writing many of the stories. Without them, the production of this issue would not have been possible.

It is again hoped that this issue will stimulate discussion on campus as did the last. If it does, then we have succeeded in our task.



Paul Beck, editor

Wartburg

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Spring Term, 1982
Volume 1, Number 2
Wartburg College, Waverly, IA



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Address all correspondence to Editor, Wartburg Magazine, Wartburg College, Waverly IA, 50677.

Paul Beck Executive editor
Carole Beisner Managing editor
Jon Gremmels Sports editor
Gary Shanks Photo editor
Barbara Klucsner Graphic consultant
Robert C. Gremmels Adviser

Contributing editors: Christic Leo, Sam L. Laird, Bill Martin, Doug Brown and Julie Higgs.

Staff: Dan Rund, Tom Sellen, Randall Schroeder, Michelle Sanden, John Mohan and Joy Rathjen.

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Rest stop

Many international students view Wartburg as a stepping stone

By Christie Leo

Wartburg College has been compared to a transit stopover where passengers utilize the available facilities—vending machines, toilets and duty-free shops—and then leave, without a care in the world, for their respective destinations.

The increasing number of foreign students who enroll at Wartburg as a stepping stone to American education raises questions about a number of discrepancies.

Take the case of Malaysian student John Low. He had finished high school exams and was desperate to further his studies in the United States. Low had no options open to him. Applying for a place independently would entail the drudgery of red tape. Also, he didn't want to wait too long for a reply.

The only alternative was to use the services of a recruitment agency. In less than two months, Low was at Wartburg. That's when all his problems began. He found out too late that the college did not offer a degree course in architecture, his major field of study. Low was also somewhat taken aback when informed of the required courses aligned to the Wartburg Plan.

"We do learn more, of course," says Low, "but the time spent doing the required courses doesn't do much to further my career goals. I've been forced to consider another institution, preferably a state university, that offers architecture as a major."

Low is only one of the many foreign students who transfer out of Wartburg within a year of enrollment. The numbers have steadily increased over the last three years. In 1980, 12 foreign students left for other institutions. More foreign students are expected to leave at the end of Spring Term.

"The teaching standard at Wartburg is relatively high, and I'd like to stay on," Low said. "But what choice do I have? Maybe the college should seriously consider introducing a wider spectrum of science and technical courses which are popular among South-East Asian students. More students would continue at Wartburg if this were the case. As it is, I'm not learning anything new, as the pre-architecture courses are elementary."

The general misconception about the American educational system seems to have stretched itself out of proportion. While American students have a good background in a wide variety of courses, students,

especially from Asia, who are bred on the British educational system, with its rigid programs in specific areas, find it taxing to adapt to the free-for-all education programs.

In the Commonwealth countries, students proficient in science and art courses are streamlined after ninth grade. This, perhaps, explains why Asian students mostly excel in definitive areas of study.

"There are enough courses at Wartburg for a liberal arts college, although we could do with a wider selection," notes Jeff Sellen, international student adviser. "Most universities have that edge over us. Foreign students generally feel uncomfortable in choosing their courses due to this. Also, Wartburg is somewhat new to the foreign student game, and we're playing catch-up."

It seems easier to determine what kind of courses will be in demand over a 10-year span for American students. Unfortunately, foreign students don't figure at all in this generalization scheme.

Dr. Kent Hawley, vice president for student affairs and dean of students, takes it one step further. "We have twice as many courses as when we had 1400 students (the college now has an enrollment of 1100 students). Our shortcoming is in the technical areas. But we don't envision changing our concept of a liberal arts college. We have, however, made overtures to accommodate technical students with some arts background."

Wartburg now has a cooperative program with Iowa State University for pre-engineering students. Plans are afoot to establish a similar arrangement for pre-architecture students, as well.

The crux of the reasons why students transfer is wedged between ignorance and attitude. Graduating from a college seems to be a psychological handicap. In most foreign countries a college is an intermediary institution between high school and university. There's another more serious problem. Most foreign students are ill-informed of what is required in the educational curriculum here.

Sharifah Syed Mahadzah, a Malaysian pre-architecture student, claims she was unaware Wartburg didn't offer a degree in architecture.

"I applied through a recruitment agency which didn't specify all the details. Although I vaguely understood the prerequisites of a general education program, I didn't expect it to include foundational studies and religion courses," she says.

Sharifah hopes to move to a cheaper college which offers architecture as a major. She is not certain if she will go this year or next.

Wartburg fulfills the needs of students geared primarily in the liberal arts field. Yet the growing number of technically inclined foreign students seems to indicate poor dissemination of information about Wartburg's programs abroad.

"Admittedly it's one of our trouble spots," Hawley said. "We are taking steps to caution foreign students of what they can expect when they come to Wartburg. Our courses are designed such that they can apply them for use in their respective career goals. It's a process whereby students learn much more and synthesize material using their intellectual prowess."



Drew Boster, director of admissions, says the Wartburg Plan is based on a philosophy of preparing the students in the development of well-rounded personalities.

"We hope to relate this concept to future incoming students," Boster said. "This should keep us in good stead and clarify all the negative points of view."

The foreign student program has been in effect for the past 25 years, but it has only been active in the past five. Today foreign students make up almost 7.5 percent of the Wartburg student body. There are no plans in the offing to increase this percentage until a few amendments are effected.

"We have to introduce some changes in the consideration of foreign students in the future," Hawley said. "The various recruitment agencies have thus far sent us academically qualified students with sound financial backgrounds. This has been advantageous. Some policy matters have to be sorted out though. Pre-architecture students will continue to be admitted, provided they know in advance our program outline."

Recruitment agencies

Boster says recruitment agencies abroad send indepth profiles of the potential students to be processed by Wartburg's Admissions Committee.

"We welcome foreign representation here, but the students themselves have to be mentally and spiritually prepared to accept our course study programs. More students from the Far East are looking to America as an educational center in view of the increased tuition fees in countries like Great Britain," Boster added.

Foreign students spend up to \$9500 to cover tuition, room and board, summer expenses, books and personal items.

"Frankly, the expenses are moderate compared with tuition fees in British universities," Zeb Zabidi, a sophomore who spent two years in Britain before he came to Wartburg, said. "There are also opportunities to learn something different, something new. The first two years in any American college or university gives us a better perspective of general education. I have no complaint."

Despite his pro-Wartburg stance, Zabidi, too, will leave Wartburg at the end of the year to pursue an architecture degree in a university.

Tham Yew Chong, a junior, shares some of Zabidi's sentiments. After passing out from high school in 1978, he applied to further his studies in the United States through a recruitment agency. Tham had tried to get entry into the Malaysian University but failed due to grades.

"When I came here three years ago, I didn't know what to expect," he said. "Having adapted myself to the American educational system has made me see things in better detail. Things are going quite well for me now. I will be graduating from Wartburg."

Red tape cut

The majority of the foreign students share the opinion that getting into Wartburg is easy by enlisting with the recruitment agencies. Sellen emphasizes that it is "easy only in terms of cutting the red tape procedures."

"The academic standards are obviously different," Sellen added. "We try to match the standards of foreign students with American high school grades. Also we expect the minimum TOEFL (Test of English as a Foreign Language) score of 500. In some cases we accept students with a lower score, the criterion being good grades in other subjects and a willingness to learn the language on arrival."

Karen Hec, a freshman business major, is sceptical of Wartburg's status as a small college. She believes it could have adverse effects in pursuit of her career goals.

"Malaysian employers are often biased against college graduates," she said. "Harvard is a college, too,

but the strength of its reputation makes all the difference. It's very confusing for me right now. I haven't decided if I'll transfer or not."

She is perhaps one of the few foreign students who does not object to the foundation and religion courses.

But Boster justifies the courses. "We don't want math majors to be proficient in only math. Our program exposes students to other academic areas.

Wartburg is a Lutheran-affiliated college, hence the inclusion of two religion courses. We don't try to indoctrinate students. These courses give them a broader understanding of themselves and society."

The upward swing in foreign student enrollment year after year is puzzling. There must be other reasons, disregarding the academic programs, why foreign students come to Wartburg. Yet fewer than 5 percent of the foreign students who come to Wartburg end up graduating from the school.

It's not unusual for a student to transfer out after two terms," Sellen said. "The way I see it we are getting the wrong category of students for a liberal arts college. We are accustomed to getting foreign students who list their majors as architecture, engineering or math and computer science. This should say many things. We had hoped to work out a cooperative plan with Iowa State University for our pre-architectural course. The university is, however, presently restructuring its architecture program. And anyway, the university has exceeded its 10 percent quota for foreign students."

Hawley believes the main reasons why foreign students transfer from Wartburg include the lure of the big cities, cheaper schools, established universities, course accreditations (which are internationally recognized), false rumors, poor grades and the influence of friends.

Heavy beating on faculty

"We are committed to making our foreign students here feel as comfortable as possible," Hawley said. "Most of them, however, come with intentions of transferring. It takes a heavy beating on our faculty members who try extremely hard to help them cope with their work. This is frustrating—and the situation can get worse if this continues."

The small number of students per class enables better interaction between the students and their professors. It is all part of the college's plan to provide personal attention, he said.

"We have achieved some measure of success in our social programs for foreign students. Designated host families have tried to instill a sense of belonging. But in the end, the foreign students must decide for themselves. We work along the lines of a good fit—what the students want and what the college can offer," Hawley said.

There seems to be a dire need to inculcate a better understanding of the American educational system to foreign students. Most believe they can evade various requirements by moving to other colleges and universities. These miscalculations have forced some American colleges to give lower priority to foreign students. Perhaps a survey of what foreign students expect will help. More than 3000 students from South East Asia are expected to apply for admission to American colleges and universities next year.

One Thai student who transferred out last year but later returned to Wartburg sums it up like this: "We have to accept the facts of the American educational system. Specialization is not their game, except in technical colleges. Sure, different colleges offer a selection of other courses in terms of requirements, but it usually evens out. In this predictable state Wartburg remains a good choice, as professors here are ever-ready to discuss academic problems. In a university with a student population of 10,000 and more, we can't expect anything other than classroom lessons."

Senior curriculum

Director of continuing ed program offers views on education

By Sam L. Laird

Learning in our society has always been relegated to the young. Very early in life children are taught the three R's, which is as it should be. Even though each individual is born with certain survival instincts he or she must learn skills and ideas so that his or her mind is developed. A large percentage of people in this country continue their learning even to the graduate and professional levels. Many persons, though their formal years of learning are over, know they must continue to learn new skills and ideas throughout their lives or they die professionally or physically.

Now that persons are living much longer than in former years most colleges and universities of various kinds are offering opportunities for learning at all ages. Some of these opportunities are for credit towards a recognized degree. Yet more and more of

to all persons who wanted to take learning seriously.

For a number of years Evening-at-Emory has been offering a continuing education non-credit program. A set fee per course is charged to enroll in many different types of courses which come during the evening hours. Community Education is the department which offers both Evening-at-Emory and Senior programs.

The affairs of Senior University are run by members who join for an annual fee of \$100. Active members elect a board of directors who then select a coordinator where the affairs of Senior University are focused.

Members are asked to teach courses in which they have some expertise. For example, a retired foreign language teacher could teach this language to provide students with conversational skills when they visit a country where this language is spoken. Each person may register for one or more courses each quarter.

If a person does not have expertise, but has interest in a subject, he or she can become a coordinator and arrange for people with some expertise to come in and lecture on a single topic for that course. For example, interest in Islamic peoples was shown by a person who had lived abroad in several Islamic countries. A textbook was selected, and a reading list was prepared. When an "expert" could not be found for a specific area of Islamic life, a person did some reading and then led the discussion on that area for the session of the class.

The basic idea of Senior University is that every member who joins assumes responsibility for either teaching, leading discussion, coordinating a class or inviting a friend to join. In order to keep the annual tuition at a reasonable amount, no honorarium is paid to a teacher.

During the 2½ years of Senior University's existence, the following courses have been offered: American Indian, Anti-Bellum Georgia, Biographies of Great Americans, Birds of Georgia, Conversational German and Spanish, Great Decisions (US foreign policy issues), Humanistic Medicine, The Holocaust, Islamic Peoples, Law and Mental Health, Men and Ideas in Economics, Personal Money Management, Religion of the Old South, Russian Peoples, Sports Today, Theater Seminar (in cooperation with a local theatrical group), Travels in Central Europe, Mediterranean and African Countries and Wonders of the Plant World.

Annual Membership has been approximately 75 persons, except for the first year when there were 35 members. Most of the members are retired. There has been a small number of housewives whose spouses have not retired. Other members include teachers, librarians, clergymen, business and industry personnel, doctors and research technicians. All members are encouraged to become participants in learning.

'A strong case can be made that learning is what makes a person continue to be a person. Although most of us need a healthy body to learn, our minds continue to develop regardless of our infirmities if we continue to make an effort to learn.'

these opportunities are offered just for the joy of learning.

There is a myth in our society which says that when a person lives to reach his or her three score and ten years senility begins to set in. While senility is a recognized disease in some persons, it is not one for all persons.

In fact a person can learn new skills and ideas at any age. A strong case can be made that learning is what makes a person continue to be a person. Although most of us need a healthy physical body to learn, our minds can continue to develop regardless of our infirmities if we continue to make the effort to learn.

In 1978 Emory University, a church-related university in Atlanta, GA, began to offer an innovative program in continuing education. It was called Emory's Senior University, and it met during the morning hours on week days. Non-credit courses were offered

Sam L. Laird has served a co-coordinator of Emory's Senior University since the program began in 1978. *Wartburg Magazine* asked him to write about the program and its views towards continuing education.



Into the 80s

As Wartburg enters a challenging decade, administrators talk strategy

By Bill Martin

American colleges and universities will all face similar problems during the 1980's—a decade not all of them will survive.

Declining enrollments, reduced federal aid, higher energy costs and inflation will take their toll on institutions of higher education, especially the smaller liberal arts schools.

College administrators are taking careful, sometimes controversial, steps to ensure the existence of their schools. Schools are raising tuition and other student costs, reducing admissions standards, cutting special programs and boosting fund-raising efforts.

With the prospect of fewer students, less money and higher costs, will Wartburg survive the 1980's?

Unlike many smaller colleges, Wartburg has a solid financial foundation. Over 400 new students have applied to and been accepted to Wartburg for the Fall, 1982, Term. Conservation projects have reduced energy costs up to 50 percent in some areas.

A spirit of optimism and high morale prevail on the Wartburg Campus, feelings that arrived with the inauguration of President Robert Vogel in October, 1980, and the arrival of Dean of Faculty Edwin Welch in September, 1981.

Dr. Vogel, a 1956 Wartburg graduate, replaced Dr. William W. Jellena, who served as president from 1974-1980.

Welch received his doctorate in social ethics from Boston University and replaced Interim Dean Dr. Franklin Williams.

"A plus for this college is the morale, the high-spirited morale, of students and administration," Dr.

Kent Hawley, vice president for student affairs and dean of students, said. "For those of us who have been here spanning two presidents we can appreciate the difference morale makes at this institution. It adds to a high level of retention, the willingness to work on projects, and even when tough decisions are made there's a feeling that the process has been appropriate."

"Another plus is the question of leadership, and again I would put that on the president and the dean," Hawley added. "We're confronting some of the things that have been delayed for years. Many decisions, like course preparation, student-faculty ratios, no one's been here long enough to see through the process or take the over-view, and we finally have that now."

Dr. Vogel believes Wartburg's future will be determined by a sense of vision and the quality the college offers.

"There has to be a vision, there has to be a sense of direction that helps make those on-the-way decisions, and it has to be a shared vision, it has to be a consensus in the campus community," Vogel said. "The students have to have the sense that direction fits their needs and hopes. The faculty has to believe that it is within the range of their commitment to this institution and to education, what they're all about as educators."

"The Board of Regents has to feel it is a sense of direction that is responsible, both to our heritage and to the challenges of the future, so we're talking about a shared vision, a shared direction in terms of

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academies," Vogel said. "Quality has to be part of it, will be part of it. The title of my current speech is 'Wartburg: A College of Character.' To me, character is quality plus tradition, strengths, it has to do with the characteristics of our graduates, for example. There's something distinctive about Wartburg in that the college fosters a sense of service, and that goes beyond the number of our students who are in people-serving related occupations or professions. Social workers, teachers, parish pastors, that whole range of people, the pre-professional people, the business people. I think it's partly because of our liberal arts tradition, but it's more than that. There is something distinctive about Wartburg people... there's no kind of scientific evidence I could generate to support that, but all schools have some sense of character and what it is to their graduates. There is a sense of character that I think will continue to be part of the future, that shared sense of vision."

The future, and the shared vision of the Wartburg Community may be decided by money—or the lack of it. The college itself is financially sound, but that stability will disappear if students believe they cannot afford to attend Wartburg.

Student comprehensive costs, including tuition, fees and room and board costs were increased to \$6630 for the 1982-83 school year by the Board of Regents, an 11.99 percent increase over the current school year.

That increase, coupled with the Reagan Administration's plan to reduce federal aid to education could lead students to believe attending Wartburg,

'There has to be a vision, there has to be a sense of direction that helps make those on-the-way decisions, and it has to be a shared vision, it has to be a consensus in the campus community.'

or any other small college would be too costly, and that their only alternatives would be larger, state-run universities or trade schools.

Susan Brady, director of financial aid, said she does not believe the reduction in government funds would hurt Wartburg and that other sources would be available to help keep students in school.

"The cutbacks are something that all of us knew about, it was unrealistic to expect unlimited federal dollars coming, and I think it's a good chance for us to come up with some creative ways of helping people finance their education," Brady said.

The alternatives to federal funding Brady felt could replace the predicted losses include financial help from the state government and increased fund raising efforts by the college.

"I feel that there are alternatives to the people that may be being squeezed out of the federal programs," Brady said. "One of the things that you might have been reading about is that the state is contemplating selling bonds for private colleges to set up their own loan fund. Another alternative that is available is the college may decide to increase fund raising campaigns to help bridge the gap between what the federal government is going to do, and we'll probably turn to private sources outside the college for arrangements, perhaps on negotiations with area banks for families to borrow through them."

Brady also said that if Wartburg administrators

were able to arrange loans for students through local banks, interest rates would be higher than the 5 or 9 percent rates on student loans now subsidized by the government.

"Is it really realistic in this age to expect a lower interest loan to be a profitable venture?" Brady asked. "Sooner or later interest rates, because of the economy, are higher. You can't ignore the fact that the loan fund must keep paying for itself, otherwise it'll just disappear. You won't have as much to give out to people. Interest alone isn't going to keep the program going."

The economic bracket that stands to lose the most aid includes the middle income families, families with too much income for disqualification them from obtaining government help and not enough that they could afford to send their children to college.

"The government is reducing a trend in who receives financial aid," Brady said. "In the mid-70's, the emphasis in financial aid programs was expanding from low income families to middle income families, and I see a reversal of that trend, with the middle income families most effected by the changes. I don't know if it will have a negative effect on Wartburg, though."

Hawley agreed with Brady that the government was reversing itself, but felt a change in attitude was also apparent.

"For 25 years we had a federal commitment to higher education, in recognition that higher education was essential to the functioning of a democracy," Hawley said. "You had to give everyone an opportunity to go to school, not he had to take it, but he had to have that opportunity. If you restrict education only to the wealthy, the wealthy only help themselves, and that causes problems in a democracy. This isn't just a question of cutting back federal funds, it's a change of attitude. I can see the problem with the current direction of the executive leadership in this country, recognizing the privileges of the wealthy and not recognizing the equal opportunity for everyone in our society."

Hawley also believes the current problems with federal aid to education might stem from more than budget costs.

"If you talk to our financial aid director, it looks like we'll meet most of the financial aid of our students. We're going to meet about 90 percent or close what people really need."

"But where the problem comes in is when parents or students that borrow money under inexpensive programs to meet not the need but the parent's contribution. In other words, the parents haven't paid, or the students haven't paid what is projected on the financial aid form. They've been able to borrow that money cheaply through banks," Hawley said. "Now, the need is going to be pretty much met, and there will still be programs out there where students can borrow that money, but it will be at a higher, unsubsidized interest rate, closer to the going rate. Maybe it will be up to 12, 14 percent. The money will be there, it will be a question whether people will be willing to borrow it at a higher rate."

Despite the recent boost in tuition and potential difficulties students may have in affording college, Brady said she was confident students would continue to be attracted to Wartburg.

"I've only been here two months and all of my experiences have been at a large, state university. When I look at what goes on in the classrooms here, the faculty that I've met and everything that goes on here is just so warm and helpful," Brady said. "The quality of the learning environment is far better than anything I thought it would be. I was just shocked to see that this really is a fine little institution. Students that come out of here can speak and think, which I think for many college students these days is not



true. Looking at the placement rate, people who come out of Wartburg are successful. They visit it, they give money to it, the whole environment is something that people will still come here, they will find a way. They will work a little harder during the summer, maybe take a semester off and get a job, maybe become a part-time student. With the family becoming more involved and the college trying to raise more money, I think we'll be successful."

If Wartburg is to be successful, that is continue to offer a quality education at an affordable price, Hawley, Brady and Drew Boster, director of admissions, see that students and their parents must establish priorities and a sense of values.

"The future is going to be more difficult because parents are going to have to make a commitment of their resources and students are going to have to feel likewise, that education is important," Hawley said. "It become a question of values. If you try to get by with something cheaper, and if that's what people want, we're in trouble. But if they want the quality that we're trying to present then we think the financial aid program and the programs which are in line will be adequate. It will take a real commitment on the part of the students, their parents and the college to achieve that."

"I think more of the responsibility will come back to the students and their parents. They may have to re-assess their priorities. They can't afford college and a vacation, or perhaps the mother will have to work part-time to cover the costs of college. I don't think that's an unrealistic expectation," Brady said. "If the student wants to take responsibility for his education, that's fine. Some parents don't want them to take responsibility for it, they don't want to take responsibility for it, they feel someone else should. Some students are dependent of their parents, their parents are the ones who want them to get to college. The family, even if it's not financial support gives emotional support, and I think that's just as important to the student as the money."

"In regard to students, it's going to be harder for the Harvards, the Iowa States, the Illinois, for any other place to get outside federal assistance. Boster said, "Students will have to work a little harder during the summer, their parents won't be able to buy a new car every three years. Are parents ready to commit some of their resources so that the student can go to school? It becomes a questions of values."

Boster said 454 new students have been accepted for the next term compared to 400 at this time last year and 398 the year before.

"I'd rather be a couple applications ahead than behind. I would like to think we'd have an increase in new students next year, but who's to say?" Boster said. "If something comes up all of a sudden, like a cutback in the Iowa Tuition Grant, everything could change at once."

"For the 80s, we're looking for the best student available, which could mean an upper ten percent student, an upper half student involved in a lot of extra-curricular activities," Boster said. "What we're going to try to do in the eighties is to create the best match. Not all upper ten percent or upper half students fit into Wartburg. We're trying to find the people, the person that likes this type of environment."

"If you look at the 70s, the latter part of the 70s bigger schools, even in Iowa, said, 'well, let's lower admissions standards just to keep the bodies there.' We would rather be a school of 900 or a thousand of 1100, with the right type of student challenging the faculty members, challenging the staff, as compared to being a school of 986, meaning any living body that's out there," Boster said. "We're not in that market. Not that we're elitist, not that we're the Harvard of the midwest, but we don't want to drop

admission standards and that's one thing we're not going to do."

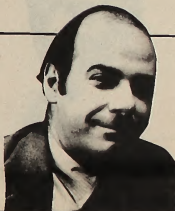
Sixty percent of Wartburg's 1100 students come from Iowa, most of them from within a 100-mile radius of Waverly.

Another 30 percent come from Illinois, Minnesota and Wisconsin.

Boster said demographic studies showed the number of high school students in Iowa would decline around 23 percent in the 80s and similar declines in Illinois, Minnesota and Wisconsin, as well as the rest of the nation, could be expected.

"Anybody can see that we're going to have to go a little bit further away to attract some people and continue to go to those areas where we haven't attracted students before," Boster said. "What we're doing about it, first of all, is trying to combine special programs off campus for prospective students and donors, meaning a combined development and admissions operation. It's one way to attract students and so far it's paid off for us. In the eighties it is still going to be awfully important that students

'For the 80s, we're looking for the best student available, which could mean the upper 10 percent student, an upper half student involved in a lot of extra-curricular activities.'



visit the campus. Sixty-five percent of students who visit the campus attend Wartburg. We're not a school on a bluff overlooking the beautiful river, that's not Wartburg. We're pretty flat and we have some real strong buildings, but most importantly we're a people place. If we can get a student to visit the campus this year, next year, in the next ten years that student will find that this is a people place and that's the best thing we have going for us."

Boster also said he believes the sharing of students, such as educational cooperatives with the University of Northern Iowa in Cedar Falls would benefit both institutions.

"I think programs like that are good. Why should we be the best in everything with UNI right in our back yard? Obviously UNI can be the best in some areas and why should we go against big boys like that? The same is true for UNI. We offer things they don't. I'm sure more of that is going to have to take place, more sharing, more cooperative programs."

Wartburg has also boosted efforts to attract foreign and minority enrollment, through an overseas contact and by establishing closer ties with the Antioch Baptist Church in Waterloo.

"In regards to foreign students, we think they add an extra dimension to Waverly and to Wartburg," Boster said. "We have a person overseas who knows Wartburg that helps us out. We also do an unbelievable amount of mailing to students that might be interested in the college. Some of the times we hit on those people, some of the times we don't. It's a direct mail program where we can get information to the students and tell them what this small place in central America is all about and how it would appeal to them. Six or 7 percent of the student body is made up for foreign students. We think it's good for them and the students in the states to interact, so we'll continue with that."

"Minority student recruitment doesn't mean just

black students, it could be Asian students, Chicano, whatever," Boster said. "We've had a separate part of our admissions department in regard to minority student recruitment for the last three or four years. Cindy Kasper has operated that program, or has ram-rodged it the past few years since she's been here because she has a special gift at it. Plus, we've certainly been encouraged to have Jim Sampson (1981 Wartburg graduate) on staff now. It isn't that Jim is just a tremendous individual, not that he's suddenly going to attract 500 black students to visit the campus and so on. We've done some special things, we had students come out and visit the campus on a special day and we tried to show them what Wartburg was all about. We think that's important."

'A tenure decision is at least a \$1,000,000 decision for the institution. We're saying that's the amount of resources, salary or benefits we want to invest over a period of years.'

One of the most important parts of what "Wartburg is all about" is the faculty—their role in the educational process and their commitment to the Wartburg Community.

Hawley also stressed the dedication of the faculty.

"I don't think students realize the faculty, every year, is subsidizing the cost of education at Wartburg, because the average faculty salary would be lower than the average salary in the lower schools," Hawley said. "The salary levels are such that we just can't compete. The point I'm trying to make is that the faculty and staff of this institution are very dedicated. They wouldn't go somewhere else, they'd rather be at Wartburg. Bill Shipman (Professor of Economics) is a good example. He went back to his alma mater in Ohio, taught there a couple of years, but said it wasn't the same as being at Wartburg. He didn't come back for the salary, it was because he liked the sense of community, the students and what he could do at Wartburg. The faculty is just loaded

with people with that kind of dedication."

The size and type of the faculty in the 1980's and beyond may hinge not only on the number of students at Wartburg, but also on their occupational interests.

"We have to look at what people are interested in, and what majors they want," Welch said. We look at data on that, what are the occupational outlooks for different careers or vocations for which we might prepare students? What kind of mix, in terms of liberal arts and professional goals, make sense? As you begin to shape the image of the future, you try to have some kind of balance between the different concerns, such as the interests of students, the interests of the faculty as a mix between the humanities, natural sciences, that sort of thing."

There will also be two special qualities the college will be looking for when hiring new faculty members.

"One is that we want people who specialize in their field. But we'll also be looking for people who have some flexibility in that field in a couple of different ways," Welch said. "A narrowly defined specialist who is not flexible becomes something of a burden in a liberal arts institution. You have to say, 'Hey, we're going to tenure you into being a specialist in Nordic Literature.' A liberal arts institution can't afford that, to have a specialist like that. Universities can, but we can't, so we'll be looking for people who have both good quality and some flexibility."

Currently, 42 of Wartburg's 73 full-time faculty members have been granted tenure. Two of them, Dr. Wilmud Fruchling and Dr. Earnest Oppermann will retire after the academic year is over.

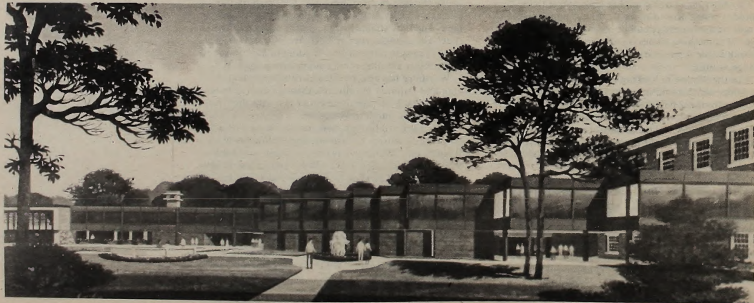
Another six faculty members will receive tenure at the beginning of the 1982-83 academic year.

Decisions to grant tenure are major ones, often commitments made by the college to faculty members who have shown the same commitment to the school.

"A tenure decision is at least a \$1,000,000 decision for the institution," Welch said. "We're saying that's the amount of resources, salary or benefits we want to invest in somebody over the period of 30, 35 years, depending on how old they are. It's a big issue and what's at stake are the lives of individual faculty members—their careers, their self-concept, their family and the education of students. They money that is invested, the quality of the return is important for the college and the students who came here for an education."

Money is invested in more than the faculty. The

The new business administration center is the main building project of Phase II of Design for Tomorrow



money paid or given to Wartburg is used to cover operational expenses or invested to provide for the future of the college.

The largest percentage of Wartburg's income stems from student tuition and fees. According to the last audit report, from 1981 fiscal year, tuition and fees amounted to 67.4 percent of the college's total income.

"Tuition and fees are the most significant part of our income, as it is in most smaller, private colleges," Walter Fredrick, vice president for financial affairs and treasurer, said.

Endowment in that same fiscal year made up 1.3 percent of the budget. Fredrick said it is an area where Wartburg needs improvement.

"That's where Wartburg is really hurting, because we don't get enough from endowments. It's pretty true with most American Lutheran Church colleges. None of us have a large enough endowment."

In the 1980 fiscal year, the average endowment for ALC colleges amounted to 2.3 percent of budgets. Wartburg's endowment in that year was 1.2 percent.

In that same year, tuition and fees at Wartburg made up 65 percent of the budget, while the average ALC schools was 72 percent.

There are several private colleges in Iowa and the nation with large endowments. Fredrick singled out Grinnell College as having one of the leading endowment figures for Iowa schools and Emory University in Atlanta as having one of the most substantial in the country.

"I suppose Grinnell must be among the leaders in Iowa, but I haven't seen the recent figures on that," Fredrick said. "About two years ago Emory University got \$100 million from the Coca-Cola Company in one single gift to their endowment fund, one of the largest single gifts ever given to a college for endowment purposes."

"You can imagine today, with interest rates at 15 percent, 16, 17 percent, what an endowment fund can do. You just stick that money away. You can't spend the capital, but you can use the interest off that. It's a steady income that you can depend on. It will rise and fall with the economic situation, because as interest rates rise and fall the income on your endowment will vary slightly. I characterize it as being a stabilizing factor. Harvard and the University of Chicago are also two good examples of institutions that have extremely high endowments. That's why they are in such great financial shape, because they don't have to depend on 65 or 70 percent of their income from students, because a large percentage of it comes from endowments."

Private gifts and grants accounted for 20.3 percent of Wartburg's budget in the 1981 fiscal year. The other three categories used to classify college income are: government grants, 6.5 percent; miscellaneous, or "other sources," 3.9 percent; and sales and services from activities, such as basketball and football games, 0.6 percent.

Where does the money go? About half of it pays the salaries of college faculty and staff, and much of what's left goes to pay energy costs.

Figures from the 1981 audit show Wartburg paid \$142,000 for electricity, heat and water for dormitories alone in the 1981 fiscal year. Added to that figure is another \$160,000 for all other buildings on campus, meaning that the college spent over \$300,000 for utilities during that 12-month period.

The gas bill for the middle of December, 1981, to the middle of January, 1982, was \$46,000, an amount Fredrick said he remembers because "It's probably the biggest gas bill we have ever paid."

"As far as we can tell, gas prices are going up about 20 percent a year, electricity is going up about 10, 15 percent and water is going up about 10 percent a year," Fredrick said. "Utilities are going up at

tremendous rates. It's utilities that are getting us."

The answer to rising utility prices lies partly in conservation.

"We've been engaged in energy conservation for a long time. I guess even before the phrase was invented as far as colleges are concerned," Fredrick said. "We started on this five, six years ago. We made a lot of changes to reduce energy consumption. We brought in a retired electrical and plumbing contractor who knows a lot about energy conservation in practical ways. He surveyed about half the campus, and gave us a lot of practical suggestions. We've pretty much caught up on those."

According to John Laube, plant supervisor, much of Wartburg's conservation efforts have concentrated on reduced lighting, insulation and changing doors in various campus buildings.

"We changed lamping in the main reading area of the library and cut those costs by about fifty percent," Laube said. "We've also changed the lighting in one of the classrooms in Luther Hall and the gym. We put in different lights in the gym that last longer and create more light at a cheaper cost."

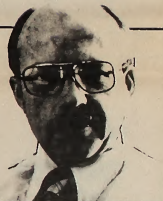
The college has also changed the doors in the gym, Grossmann Hall and Liemann Hall of Music, installing new doors that let less heat escape the building.

New insulation has also been installed in Grossmann and the Little Theatre.

Built in 1918, Grossmann is one of the oldest buildings on campus and has been a problem in terms of energy conservation.

The college has installed storm windows on the top floor and individual thermostats in the building, as well as insulating heating pipes to see that the heat

'I don't think students realize the faculty, every year, is subsidizing the cost of education at Wartburg, because the average faculty salary would be lower than the average salary in the lower schools.'



supplied goes beyond the ground and first floors.

"We put the individual thermostats in and did the insulating because some students were baking to death and others were freezing," Fredrick said. "The kids that got too hot were opening windows to let the heat out while the others were freezing. Now, I haven't heard a single complaint from over there."

Unfortunately, conservation only works when everyone does it.

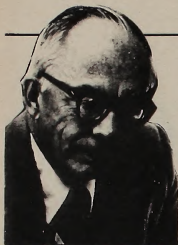
"You can only go so far administratively as far as energy conservation goes, Fredrick said. "The next step is to raise the consciousness of professors and students. Every class period, I can walk down the hall and find lights on in classrooms and nobody studying in them."

There will soon be more classrooms and more lights to be left on with the completion of Phase II of Wartburg's Design for Tomorrow, a nation-wide fund-raising program.

Phase I resulted in the building of a Physical Education Center. Phase II will climax with the completion of a Business Administration Center, intended not only to house the business department but the college bookstore, office space and three lecture or conference rooms.

The Design for Tomorrow Program began in October, 1976, as an attempt to raise \$12,000,000 in

three phases, each of approximately three years. Phase I began with an original goal of \$3,750,000 but when operating and building costs went up, the goal was upped to \$4,100,000. That goal was met in October, 1979. Phase II began with goals of raising \$2,300,000 for operating costs and \$2,000,000 for the business center. Phase III will include goals for continued operating support, expansion of the P.E.



'We've been engaged in energy conservation for a long time, I guess even before the phrase was invented as far as colleges are concerned. We started on this five or six years ago. We made a lot of changes to reduce energy consumption.'

Center, and the renovation of Old Main, where many business classes are now held.

The Board of Regents has authorized architect Hovey Brom to complete detailed drawings and specifications and put out bids for the Business Center. The building will connect Luther Hall and the Student Union by skyways running from Buhr Lounge in the Union to the second floor of Luther Hall. The first floor of the building will feature three classrooms designed for accounting classes, office machines and computers, faculty offices, a conference room and a seminar room.

The second floor will contain offices for the Admissions Office and three tiered lecture halls, which will have seating for 28, 56 and 90 people.

If bids are within Brom's estimates, Dr. Vogel said the Regents expect to award contracts for the Busi-

ness Center by their May 22 meeting. If bids are accepted, a ground-breaking ceremony may be scheduled during Commencement Weekend, with construction beginning in the early summer.

Boster sees the Business Center as a benefit to the Admissions Department, because it will help in the recruiting of new students.

"From a marketing standpoint, when we bring prospective business students to the campus now, we're hindered," Boster said. The first thing they want to see is not only the Business Department, but the professor's office. Not that buildings make this place or that buildings would bring a student to campus, but it could turn them off. With the new business building, I think that we could attract not only business students but other types as well."

Hawley said he saw the new building as a statement of faith.

"We're thinking positively about the future of this college, and we think the Business Center is really important for the future of this institution," Hawley said. "It's a statement of faith in the future of Wartburg. We're moving ahead, we're not sitting back and letting things happen to us. We're moving ahead in the things we feel are important."

"Moving ahead" in the Design for Tomorrow means more than just fund-raising or constructing new buildings.

In a broader sense, the phrase "Design for Tomorrow" includes everything the people at Wartburg do today, and tomorrow, that will effect their future and that of the college.

"Design for Tomorrow" is what Wartburg is putting its hope, possibly its future in. The leadership of the president and the dean, what it will mean to Wartburg Community; the dedication of the faculty and staff and their commitment to higher education; the loyalty of alumni and other individuals that visit Wartburg, help recruit new students and donate money; and the students themselves, what they want from Wartburg and what they will give back.

College administrators have coined the phrase, "Wartburg is a people place," and it is true. The people at Wartburg will determine its future.





Making music

Country singer Michael Murphey shares some thoughts on his music

By Paul Beck
and Doug Brown

Michael Murphey has been entertaining audiences around the country since he joined a local rock band in the eighth grade. His hits Wildfire and Carolina in the Pines gave him national recognition as a recording artist. He performed on the Warburg campus March 11. Warburg Magazine caught up with him after his sound check and asked him about his music and his career.

WARBURG MAGAZINE: You jumped onto the pop charts big a couple of years ago. When you go on tour now, do people expect that kind of music from you. Do those songs bog you down?

MICHAEL MURPHEY: Not really. no. I've had a long song-writing career, and I've always written a lot of my own material. And the songs that have been hits for me were self-penned, also. I think if I had done a song by someone else, that was just written for the sheer purpose of getting a commercial hit, then I would definitely be bogged down by it, because I might be tired of the music by then. Because it's my own self-expression I'm not as tired of it, and I feel good about it, and it's my own accomplishment, so I feel connected to what I'm doing. It doesn't bother me to have to do those songs every night. Generally speaking, my fans have always

given me enough room to do other experimental stuff that I want to do.

WM: What's the source of your music? Are there any groups or people who have been a big influence on you?

MM: Well, I've never been one to try to imitate any one thing. But I guess everything I hear influences me to some degree. I don't buy people's records because of what they wear or even for what the whole album sounds like. I'll buy a record because I like one song on there. One great song is enough of a reason for me to like a record or like a group. I really don't care if they're punk, or new wave, or country or anything. I go by the song, you know, entirely by the composition.

So I would say, yes, there are definitely songs that have influenced me a lot, that I can trace back—and artists who have written those songs. Woody Guthrie; Bob Dillon songs, I've sung some of his stuff; Paul Simon; Gordon Lightfoot; Paul McCartney; Merle Haggard, John Lennon; the Pretenders; I could go on and on.

I've just listened to a lot of music in my time and I like a lot of different groups. But as far as what's influenced me more directly, some of the more

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INNER
VIEW:

country artists, particularly some of the more old-time ones have influenced me a lot: Hank Williams, Ernest Tubb, people like that. I've listened to Doc Watson. I used to always like his records, although he's not really a song-writer particularly.

WM: You've been on the road much of your life. Do you like it?

MM: Well, the road is work, but it's work that's rewarding to me because the ultimate pinnacle of it is to stand up on the stage and do the music and watch people react to it and enjoy that. I don't really go on the road for a party anymore. You do that when you first start out. I think, but ultimately you burn yourself out if you just go on the road for that reason.

You have to take it seriously. You know, not that my concerts are serious concerts. I think that being serious about it means injecting fun into it on purpose. We're up there to try to make people feel good, to have a good time, to make them forget their



'I try to sort of paint portraits of characters in my songs. And my songs usually tell a story. If you could compare me with other kinds of writers I would fall in the short stories category.'

problems for awhile—maybe think about things they don't think about every day, paint a picture they haven't seen musically before. To fulfill that function we have to work very hard, and we have to stay on the road. To me music is meaningless unless the artist has some contact with people. Just to make records alone isn't enough. You have to be in touch with people—to watch how people react directly while you're playing a song.

With all that talk about video tape and video discs and all that kind of stuff coming out, everybody's talking about how they're worried that live performance will be a thing of the past. I think that's ridiculous. The more we put music on television, the more we put it on video disc, the more people are going to want to see live music. You just can't replace the electricity of a live performance. You'll never replace live theater with a movie or a television version of the same thing.

There's something about really seeing Richard Burton up there doing Hamlet and you being in the third row, or the ninth or the twelfth row, that you can't replace by sitting around and munching peanuts and potato chips and watching it on your television. So I really am a believer in being on the road and performing it live and getting that feedback from people.

WM: You will probably go out in front of 1000 people tonight. But you also like to play smaller clubs and bars. Do you have a preference?

MM: I can't say I have a preference, and I'll tell you the reason why. Each type of venue, we try to adapt ourselves to enjoy that situation. If we encounter a bar scene or a large honky-tonk or something where people are maybe even dancing, and we're in country western clothes and stuff like that, we just fall right in it with them. We cut a lot of the songs out that are the more sensitive songs that people don't really get if they aren't listening to the song. Because probably

they aren't listening much in that situation anyway. We do the songs that are louder and danceable and stuff like that that we've done. And I'll tell you that it's just as much fun to write a song so that it'll produce the effect that people will dance to it and drink a few beers to it laugh and have a good time as it is to stop and make them think about the serious issues of life. It's just as much of a challenge. And it's equally rewarding. So I can't say that I like one over the other.

I don't like a real rowdy rowdy bar with a lot of cigarette smoke in it. But I also don't like a real stiff, uptight concert audience that just sits there and doesn't do anything. Somewhere in between that is ideal.

WM: You talk about music that makes people think. Do you have a purpose in mind when you're writing you music? Are you trying to say something specific?

MM: Yes, I think there are threads of concern and meaning that do run through my work over the years that I've been able to pinpoint. It may not have been something that was designed that way, but as you write a body of work, you start to see similarities between things. And I can say as far as any meaning behind my work is concerned, I try to write songs that deal with human beings and the insensitivity that people have towards each other, and that they don't stop and look at how beautiful an old desert rat can be or maybe and Indian who got overlooked by society and actually has a lot to offer, but we don't see that.

Of course, I've been really strongly involved in the environmental movement all my life, because I love nature and the outdoors. I spend a lot of time in the mountains and in the deserts. I love to backpack and fish and do all those things. So that's crept into my work a little bit, too.

And there's another side of my work that's there just there to create a good time and just make people laugh and have fun and dance. There's a certain amount of my music that's just there for that. There's no political or social message in it at all. Sometimes what people need is a lack of that rather than too much of it. But those are the things that have been my main concerns.

I try to sort of paint portraits of characters in my songs. And my songs usually tell a story. If you could compare me to other kinds of writers I would fall in the short stories category. I like nice, short, little flashes of life that you can put before people in a concert. That's really where I'm going in terms of my writing in general—keeping up that story aspect of it as much as I can.

The new album, however, does have some pretty straight-ahead sort of love songs in it, the kind of thing I've never written before. I found that when I looked over my work, I hadn't written very many love songs. I think that there's a reason for that—I've always been pretty happy in most of my love affairs—relationships. So you don't write too many of those songs when you're basically satisfied with what's going on.

But the main concern that everyone has in life is to wait for that time when they're going to be happy in love, and if not in a family, then just a relationship with somebody else. I think it's a real central issue for everyone. Having overlooked it on a lot of my albums, on this album I focussed in on that issue entirely.

You can talk about politics and social stuff and all that all day, but what people are really mostly concerned about in their lives is their own happiness, whether they're going to be loved or not loved. That's a really hard thing to write about, because to write about it, you have to open yourself up and be honest with your own feelings. Sometimes that's embarrassing for a writer. So he might mask the fact

that he's scared to do that by writing other stuff, which is what I think I've done for the past ten years. And it felt good to open up and do it. I kind of got it all out, and I realized that it wasn't as hard to do as I thought it would be.

WM: Does your music come to you in a flash or is it a drawn out process?

MM: Well, it's a combination of those two things. believe it or not. What happens is, the longer you write, the more you build up notes and notebooks and things of ideas. But none of that stuff will give you any inspiration. However, there are those days when you're inspired, you feel like writing, but you don't know what you're going to write about. And that's when it's nice to have a notebook full of stuff, so you can look at it and say, "I've got this great feeling inside, I've got this idea for a melody, now what am I going to say?" And you've got all this junk built up in a notebook that kind of gives you a direction. I think that really makes a difference when you have that.

But the inspiration still has to be there. And to get the inspiration, you have to put yourself in a position to be inspired. You have to take some time out to walk through the woods or go to the library or whatever it is—take some time with your girl friend or your boy friend and go out and enjoy that and get those feelings of wonder that you get about living. Because that's what makes writer want to put his feelings and his thoughts down on paper.

If you get too busy in your career, you shut yourself off from that, pretty soon you're not producing very much. So it's really important to have that space to take the time off to do it.

WM: Where are you going to be ten years from now?

MM: I'll tell you. I've never been much one to plan ahead. There's one cliché in our society I don't believe, and that is we must set goals. And arrive at those goals right on time with a trophy in hand as someone snaps your picture. I never have been that kind of a goal-oriented person. I mean I want to be successful like everyone else. I do plan my life, it doesn't just happen. But I don't really spend much time thinking about where I'll be ten years from now. I don't see that living a life that way does you much good. It makes you uptight. If you don't arrive there in ten years you say, "What happened? Why did the world cheat me out of where I'm supposed to be?"

I think it's better to look at the processes that interest you and the forces that interest you in life and just stick with those and see where they take you. And then where you are in ten years is a nice surprise.

WM: Can you talk a little about your film career?

MM: My interest in the film thing has been primarily just as a writer. I got sucked into playing a small role in the last film I was in, but I'm not really trying to be a movie actor. I don't really want to be a movie actor.

An agent out in Los Angeles talked me into letting her handle me as a movie actor for a while. And it was really frustrating for her because she could never get me to come out there, and I didn't want to read for parts. I went to a couple readings, and things went well. But you've basically got to go to Hollywood—be there for the phone calls when they come, and go and read for the parts and stuff. And I just don't have any patience for that. I want to get out on the road and pick and write songs and have the time to be a writer.

And I don't really see what would be the ultimate reward in your life from just being a face on the screen, speaking someone else's lines. I can understand why Robert Redford or somebody would want to become a director and have the rush of the crea-

tive part of putting together a film like *Ordinary People*, being involved in the writing, being involved in the production of it. It's not enough for him just to be a movie star.

I think that's pretty much the way I feel about it. I would love to be involved in the creative end of it, but I don't care that much about being on the screen. You know, if I can help a project I'm working with, yes, I'll do it. But I don't view myself as an actor.

My brother is an actor—he's a really fine actor. And having watched him struggle through all the years, it's almost like an insult for me to call myself an actor after what I've seen him go through just to train himself to be a good actor. If you're going to act, you have to take it just as seriously as anything else. It's hard for me to take acting seriously because I take music so seriously. It would be like a sideline or a hobby. And I don't like getting into things half way. So I figure that any acting I do will be the closest possible thing to my own personality—that comes really natural. If someone wants me to do something like that then I'll do it. But I don't want to take more than a couple of weeks.

When I did *Hard Country* we were on the set for three months, just sitting around. It drove me completely crazy. We wanted someplace to play, something to do. And you sit around in a trailer, and they bring you a script, and you look it over, and you learn your lines, and you go do four lines, and then you wait for the next segment that you're a part of. Maybe that's an hour-and-a-half from now. What

'Yes, I think I can pinpoint the best time I ever had. That was when the doctor let me pull my young son out of the womb.'



are you going to do in an hour-and-a-half? Try to halfway start a book? Or get halfway through a song? Or try to practice and they come and say, "You've got to go to makeup now." Your life is really pretty boring.

I think people see movie stars in a light of incredible excitement. But their lives are really really boring a lot of the time in terms of their work. They get to be really big stars and they only have to work once every couple of years, and I'm sure they have time to play around. But it doesn't work that way. They're usually worrying about what their next movie will be, and what their next project is going to be. That's just not my world.

I don't want to live in Los Angeles. I think that's the reason it wouldn't work for me being a film actor. I just don't want to live in Hollywood—period.

WM: What's the greatest time you ever had? Can you isolate a time?

MM: Yes, I think I can pinpoint the best time I ever had. That was when the doctor let me pull my young son out of the womb. He said, "Take your hands and put them down around the head." And he let me pull the baby out.

And when that had come popping out of there, and it was just his head and it was all blue, at first it was like, "I don't know if you saw *Invasion of the Body Snatchers*, when the thing comes out of the

pod and gradually turns into a human or a replica of a human, that's the sensation I got. That this is a science fiction event that's happening here and that there's this creature that's being created in front of my eyes. I can't even explain the effect that had on me.

And he was all blue and he was crying. And all of a sudden, he started moving his mouth around and was crying and was a human being. The cliché is to say that's the miracle of life, but I can understand why that's a cliché, because it is. That's the most miraculous thing in the world to see one human being come out of another. Who can say where it

comes from, or how, or why—there are a lot of philosophers who sit around and talk about that. All I know that's the best time I ever had in my life. That's the highest moment I can ever remember in my existence.

I have two boys, and one of them is 11 years old. I wasn't involved in the birth on that one. So it wasn't nearly the experience I had with this latest little kid. It's quite an experience. I think every parent ought to be involved in the birth of his kid if it's safe and it's possible and it's not going to be a cesarean or like that. But it's a pretty high feeling.

Wartburg
magazine

SECOND
COVER:

The cores

Wartburg evaluates new general ed program after its second year

By Julie Higgs

"They're my blowoff courses."

"Those are the best classes—the ones that make you really work."

"I feel I've wasted three courses."

"I think a lot of people like them more than they admit."

"We choose to come to a liberal arts college, so why do we complain about the liberal arts they make us take? If you just wanted a major, you could go to a university."

The reaction is similar whenever a student is asked about the core courses. A smirk, rolling of the eyes and a heavy sigh. Faculty members also sigh and say they are tired of talking about the core courses. But overall there seems to be an acceptance of the foundational level of the Wartburg Plan and the general belief that the courses are improving.

This should not imply, however, that the core courses are anywhere near perfection. Students and faculty alike share a number of concerns. Four questions prompt varying responses from faculty and students:

- 1) What are the purposes of the core courses, and how effectively are they being communicated?
- 2) How should the cores be structured?
- 3) How should they be integrated into Wartburg's curriculum?
- 4) In what ways have the core courses been successful, and how is evaluation continuing?

Dean of Faculty Ed Welch suggests that "an institution has to have a sense of its educational identity, and that identity is best expressed in some kind of expectation or requirements for students." Part of Wartburg's identity is that it is a liberal arts college. The core courses are designed, in part, to provide that liberal background. Students, however, are often more interested in completing their major than they are in fulfilling general education requirements.

The desire for specialization can be noted in sophomore Pam Buhler's criticism that core courses are "not relevant to your major." Freshman Camille

Ciszek agrees. "The core courses are too demanding on your time. They take away from major courses because of minute details they want you to know." And while freshman Lynne Pedersen says liberal arts are important, she also says the core courses are "too demanding for what they are. If it's hurting your major by taking general education, it's not worth it."

Dr. Dan Thomas, coordinator of Person and Society, argues, "It's a sad comment on college students that they are so practically oriented instead of enjoying class because it's interesting. The liberal arts side of a college education should invite students to suspend instrumental concerns and allow them to freely pursue, without guilt, questions of interest to them."

Sam Michaelson, coordinator of the Human Expressions core, said, "One of the things we keep getting on evaluations is that this had nothing to do with my major." And that's misinformation about general education requirements. They're not designed to enforce a particular discipline—a particular major. We've got to be much more general than that.

"I think we have to keep talking about what general education requirements are, about what makes us a liberal arts college as opposed to some other kind of vocational school.

"There's been quite a bit of improvement. Sophomores are generally much more accepting than freshmen. Sophomores seem to recognize that everything doesn't have to fit with them precisely in their major."

Sophomore Roger Schulz agreed. "At first, I didn't see any need for it. But I've gotten something out of every core class. It gives you a change of pace, instead of all classes in your major. It helps you realize what other things there are, like the Renaissance. It reinforces it."

Sophomore Barb Wendler adds, "If it weren't for general education requirements, I would just be living in the music building all the time. They're pretty good because they all serve a different purpose

in terms of integrating you into different parts of the school. They promote contact with people and contact with views you had, and force you to examine them. They try to give you a little broader view—that out in the world you're not going to be exposed to just the discipline you're working in. You'll have to face other issues."

While there may be an acceptance of the general goal of liberal arts, students have less understanding of other goals. Dr. Fred Ribich, one of the Person and Society professors, says, "The three cores as a whole really end up sending a message to freshmen and sophomores that education is more than simply consuming knowledge and spitting it back out on a test occasion."

But student responses to the cores reflect a preoccupation with the testing and papers required.

Sophomore Jim Morrison noted that he "didn't read the readings after the first Natural World quiz." Freshmen Jeff Corson and Clark Thyng agreed that they did whatever reading was required simply to do well on the tests.

Pedersen said, "They cram in so much and they expect you to know it so well." She added that some students choose their classes and professors on the basis of who gives the fewest tests and the least amount of work. Students sign up for sections where "you get as good a grade without as much work."

This emphasis on content and testing is inconsistent with the intent of the courses. Welch said there are two ways the courses could be viewed. They could be seen as an attempt to pull together a number of disciplines to integrate what students know about individual areas. Or they could be viewed as a foundational or base learning.

"Some of the cores provide so much work and so much detailed information that students spend a lot of time looking at trees and they don't see the forest," Welch said. "Therefore, students are perceiving the cores at a level of the former principle, but they're intended to be delivered at the latter. So we'd better coordinate our philosophy with the delivery system."

Sophomore Gus Schill's view confirms Welch's concern. "I don't know if kids are learning that much. They try to teach so much so fast." Sophomore Jerry Bishop said there is "too much busywork. They're general education; they shouldn't be a busywork class."

It is apparent that students view the courses as primarily focused on providing information. But the faculty views them as more process-oriented.

Thomas suggests the core courses are intended to have students be "continually searching for answers, continually asking questions. They're like an inoculation against lifelong ignorance—with booster shots. Learning how to learn is as important as the knowledge."

In presentations to freshmen about the Wartburg Plan, Thomas notes that a Bachelor of Arts education is outdated in ten years.

"It is impossible to expect they'll learn what they need to know in the world. But the cores allow you to train your mind to be able to continue learning. Students' set of expectations about college is instrumental/utilitarian. The means is irrelevant, the ends are what is important. This reflects a diminished appreciation for how connected means and ends are. Development is an unfolding process, where you're not quite sure of where you're going. You have to be conscious of today and enjoying yourself. Students' thoughts are inundated with the future. They don't think about the present."

In addition to the failure of the cores in communicating their purposes, Schill complains they are disorganized. "This is partly because they're still in the beginning stages," he said. "It seems non-directional. When I take another introductory course, it seems to have a sense of direction."

Bishop agreed. "There's nothing that holds the course together. They need a method in their madness instead of bouncing all over." He noted Natural World as a particular culprit in terms of disorganization, but faulted all the cores for jumping from subject to subject.

This view was echoed by sophomore Cindy Bath-



gate, who served as preceptor for Natural World. "They jump around a lot from unit to unit. If there were some sort of outline and explanation of where we're supposed to be going it would help."

Dr. Steven Main, coordinator of Natural World, admitted it was a problem. "I still don't think we have fully conveyed the themes that run through the course to the students in a way so that they see how the themes run through the different topics. And we're working on that."

Another concern expressed by students was a lack of continuity between sections of the same course. Sophomore Brenda Barth said there was no consistency in what they say in different sections. And that makes it unfair in taking tests. She noted that the same topic may not have been discussed in different groups, but questions about the topic would appear on tests.

Requirements in different sections also differ. Here, Human Expression was the most criticized by the students talked to.

Freshman Audrey Lang said she had to write a few short in-class papers and had no quizzes in the class. Pedersen's section was required to take two quizzes, do one typed paper and one in-class essay. They said another section had to write papers on everything they read and had quizzes on both slide and music recognition.

Michaelson admitted there were differences. "What worries everybody is that if there's too much flexibility, if the teachers are too different, then peo-

'Nobody has a firm view of the whole thing, a comprehensive feeling for it. It's still fragmented. The rationale in the beginning was loosely articulated.'

ple are going to register for teachers and not for the course." But he also noted that it is "very difficult to have to do things every day, to do the same things that the other sections are doing." He said he adjusts the way he teaches a section to the individuals in that section.

Dr. Herman Diers, a Human Expressions professor, said, "Something that would be too rigid would actually be a worse alternative. It would be more locked in."

Both Michaelson and Diers indicated that professors should be fairly free to have some flexibility in the way they conducted their sessions. But Michaelson said there were agreements among the faculty that there would be in-class papers on approximately the same day and that each section would have occasional quizzes. He said the definition of quizzes could differ, and this may account for some of the disparity between section. His sections answer questions in a blue book and other sections answer questions on ditto. The latter is called a quiz, while the former isn't.

Part of the continuity problem stems from staffing problems. Schulz noted that most of the professors teaching Natural World next term are different from those who taught it when he took it. "If they keep getting new profs, they can't get the continuity—they can't get used to the system."

But Welch countered, saying, "At the same time there is a level of frustration because you're asking people who are trained as specialists in a narrow

field to do something they're not trained to do or perhaps aren't all that interested in, in terms of teaching another discipline outside their own."

Welch's sentiments were echoed by Bathgate. "It was hard having chemistry units with a biology professor. Maybe they could prepare for it a little more—make sure the profs understand the concepts."

Michaelson indicated that having professors from different disciplines offered students "a choice between teachers who emphasize and are more comfortable in one area." He added that this provided the students with an opportunity to get professors with interests similar to their own.

A final concern regarding the structure of the cores is the necessity of choosing a level at which the cores are aimed. The cores have been criticized for being at too high a level for many freshmen and sophomores.

But Dr. Kent Hawley, dean of students, said, "On balance, we're better off challenging students their freshman year and breaking them out of the mold. Otherwise you're just confirming that high school model for two years, and they don't get full advantage of their four years here."

Michaelson agreed. "I do think we try to stimulate them, grab them, make them think, worry them. There's no reason in the world that they should just sit there comfortably, not be challenged, not think. I think some courses should shake them up. Our theme song isn't 'Sheep May Safely Graze.' I think it should shake them up a little bit."

Dr. David Hampton, a Natural World professor, said the cores "should bring home to them the continual importance we attach to the ability to write well and to be able to communicate."

"It's not easy," Lang said. "You feel challenged, but it's not too hard, either. I couldn't take four classes a day with that work load."

Bishop added "When I was in them I thought they were too hard. But once you get out of them you don't complain anymore."

Perhaps Ribich summed it up best when he said the cores forced one to experience "healthy turmoil."

Amidst this healthy turmoil, a third major concern arises. Welch said his "concern is looking at the relationship of the cores to the rest of the curriculum, the relationship of the cores to requirements, for example. I'm not sure that we've thought that through."

Thomas said part of the problem is "nobody has a firm view of the whole thing, a comprehensive feeling for it. It's still fragmented. The rationale was in the beginning loosely articulated. And there are still questions of what broad principles mean in application."

Builer noted they "don't fill a requirement in your major area at all." Barth said, "Science majors shouldn't have to take Natural World." She complained that there was a lot of repetition, particularly in the labs.

Hampton disagrees. "I would contend that their scientific education is incomplete. And having been exposed to a whole range of science, especially in this day and age, one can only look at the topics that are currently considered to be of high interest by practicing scientists and find that they are extremely interdisciplinary." He said the development of capstone courses in the various areas were aimed at providing integrative courses, built on the core courses.

Thomas indicated individual departments can choose to adjust major requirements so the core course fulfills one of the other required courses. But discussion of better integration into the curriculum as a whole will one of the concerns addressed by faculty for at least the next two summers.



While integration into the structure of the curriculum has not yet occurred, faculty and students both point to spillover effects of the cores. Diers said, "It has affected the quality of conversations in the dormitories."

Thomas echoed that point, saying he had heard of concepts discussed in the cores spilling over into other courses and being expanded upon. But he warned that it is still too early to tell how wide spread that spillover is.

Schill said, "There are a lot of terms I learned in the cores that I've needed in other courses."

Michaelson said students who had participated in core courses provided "more discussion, more willingness and less bashfulness." Ribich added that students were "more active in class. They're much more willing to ask questions." But he was hesitant to specifically credit the core courses with the change.

The general impression, then, is that the core courses are fairly successful at meeting their goals, but there is still much room for improvement. Motivating students will always be a problem.

Bathgate said, "You always go into a class that's required with sort of a wary attitude. Like why are they making me take this?" Ciszek agreed, "When you're forced into something, you don't want to work on it." Schill added, "Kid's don't take them seriously. It's a different attitude. I've always felt a negative stigma. But I felt the same about any required courses."

In spite of the problems encountered—that is still to be resolved, there are at least three clearly positive generalizations that can be made.

First, they are more successful at meeting the criteria of providing a liberal arts education. Ribich described the former general education program as a "hodgepodge that didn't match up well with what our mission was," Diers added, "There are very few people who doubt that these meet the requirements of liberal arts better than the alternative of cafeteria style."

Sophomore Kathy Allsup agreed, "You at least get a little experience in all the areas."

A second positive result stems from the faculty's introspection. Ribich credits the development of the Wartburg Plan with being "the best thing to happen in faculty development in years around here."

Diers concurred, "In terms of professional development, this has been an unusual opportunity to enlarge my own perceptions and my own understandings and to engage other faculty people in issues that are important to all of us. It's been one of the more satisfying experiences I've had professionally."

Ribich continued, "One thing it's done just on a very personal level is that I've gotten to know more freshman students than I've ever known before. Those relationships have extended beyond the end of the term and outside the classroom, which is a healthy byproduct. It's something that probably would never have happened had the core program never come around."

Finally, there seems to be a sincere commitment by faculty, administration and students to continue evaluation of the courses and make changes to meet those needs that are defined.

Michaelson said "We're looking at what we're doing, always examining it, to see if we can change it."

Ribich noted that the cores were conceived as a three-year developmental process. Evaluation includes formal as well as informal feedback from both faculty and students. A longer range evaluation scheme includes the administration of the American College Testing Service's Comp Test to last year's seniors and sophomores. Their scores on this mea-

sure of substantive outcomes of an education will be compared with the scores of students enrolled under the Wartburg Plan. Further comparisons will be made through interviews of a sample of students to compare feelings about the college atmosphere, the use of various resources and participation in extracurricular convocations and other events.

Thyng said, "You can't build your foundation on a point. You have to start on a big block and go to a point."

Part of that big block is careful evaluation. The faculty are involved in that evaluation. But the

'One thing it's done just on a very personal level is that I've gotten to know a lot more freshman students than I've ever known before.'



responsibility also belongs to the students.

Main said his request to the students is this: "If one of the reasons that students go to a small liberal arts college is so that they can count on interaction with the faculty members, I think one of the reasons that faculty teach in these schools is so they can get the same sort of interaction from the students."

"I almost had the feeling that some of the student frustration was with the things they really couldn't define. And if that's the case, I think we need to know early on in the course. We need some feeling for the level of misunderstanding that goes on with students. We need feedback that is honestly given and timely."

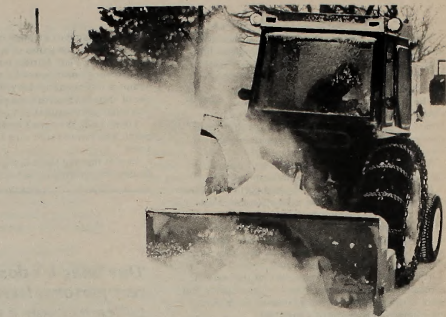




Leonel Castillo, former director of the Immigration and Naturalization Service, asks a convocation audience for its opinion on the "green card" that aliens are required to carry as identification. Castillo opened the term's convocation series with a speech in which he charged that the United States exhibits a half-open door policy towards immigrants.



The snow wasn't all bad. The unusually heavy snow cover provided building materials for the snow sculpture contest. The contest was part of the Winter Carnival.



Snow and cold weather were the big stories early in the term. A ground blizzard in January forced the cancellation of classes for the first time in years at Wartburg. Meanwhile, many Wartburg travellers were stranded, including the basketball team, which was attempting to return from a game in Storm Lake.



Des Moines Register columnist Chuck Offenburger raised the ire of Wartburg's female population when he implied that Wartburg women were not as attractive as women at other institutions. Junior Sue Hanke prepares to launch a response to Offenburger's remarks.

Wartburg
magazine

**IN
REVIEW:**

Cuts headline term

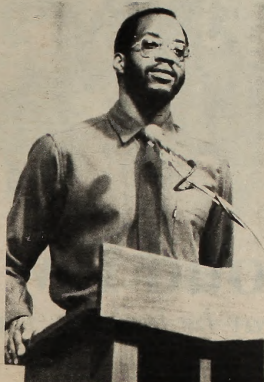
Faculty cuts and program cuts were in the headlines this term as Wartburg began to look toward a decade of declining enrollment. The faculty voted to end the theater, early childhood and the special education programs.

Meanwhile, the fate of student-run radio station KWAR remained in question. Station Manager Doug Brown presented an eight-page report listing the options for keeping the station.

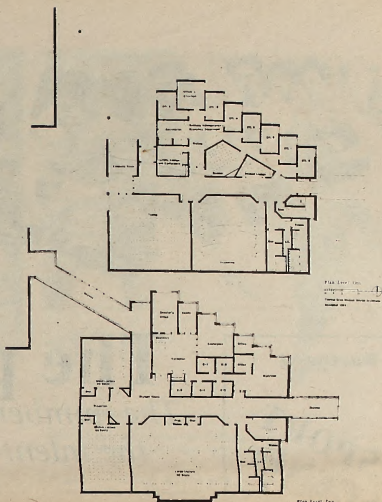
But while cutbacks dominated the news, enrollment reports remained promising. Retention climbed to a six-year high of 79.6 percent. That compares to a national rate of only 71 percent.

In February, the faculty rejected a proposed class schedule designed to provide more class periods in the day. The schedule would have provided class periods of different lengths and was loosely modeled after a schedule used at St. Olaf College.

Susan Brady assumed the position of director of financial aid, replacing Craig Green, who took a vice presidency at Westminster College in Salt Lake City. U.T. Steve West, director of Wartburg's national fund-raising campaign, Design for Tomorrow, announced his resignation. He will be replaced by Kent Henning, currently assistant director of the program.



Olympic runner Edwin Moses spoke on campus to close out the Black History Month activities. Black students complained that the activities received little support from the rest of the campus and that Wartburg, Waverly and the World is little more than a slogan.



Plans for the new Business Administration Center were approved by the Board of Regents in February. Groundbreaking for the building is scheduled for Commencement weekend if a bid has been approved by that time.



The Muscular Dystrophy Dance Marathon netted over \$5000 in the fight against MD. Forty-seven Wartburg couple danced in the 24-hour marathon in March.



Juniors Brian Piecuch and Mike Soderling were elected as student body president and vice president in March. The Piecuch-Soderling ticket narrowly defeated one headed by juniors Ross Buehler and Rick Noss.



Wartburg
magazine

SPORT SCENE:

The proud few

*The numbers may be lacking, but
the talent and spirit are there*

By Dan L. Rund

When compared to other track and field programs, Wartburg's team might be dubbed "the fleet-footed few," but Coach John Wuertz gets the most mileage out of the people he has.

Wuertz, in his fifth full year as the Knights' coach, believes the backbone of his club may not be the numbers on the squad but, rather, the total contribution of the team members.

"All twenty men contribute to the final score," Wuertz said. "Even the men who do not always compete play an intricate part in the success of the team."

Much of the success began four years ago when the Physical Education Center was built, which allowed the team to work out indoors during the frigid winter months.

"The facility allows our program to work out indoors while other teams are forced to sit and wait for warmer weather, or face the cold," Wuertz said. "Either way, our facility makes a big difference."

The complex is also used as a recruiting tool for Wuertz and his wife, Liz, who coaches the women's squad. Many of their evenings are spent at home on the phone calling prospective student athletes and inviting them to visit the campus.

"We work hand and hand with the admissions office in getting the students to visit Wartburg," Wuertz said. "If they come here during a meet, it can benefit all parties involved."

Wuertz said the indoor track season gives the Knights a jump on the outdoor season, but he sees Luther, Central and Simpson as teams that will contend for the Iowa Conference crown this spring. All three of those teams have indoor facilities in which to practice.

One cog in Wartburg's attack is versatile senior Mike Boender. Boender, a four-year regular for

Wuertz, runs sprints and competes in the long and high jumps. Boender holds the Wartburg fieldhouse record in the 440-yard dash with a time of 0:51.84. He believes the program has good quality athletes, but lacks depth.

"We're getting better each year," Boender said. "A lot of the credit goes to Coach Wuertz for his time and dedication to the program, which is getting tougher each year."

Boender would also like to see more participation from the students. He considers this a main problem of the program.

"A lot of the students think the program is too small-time and choose not to compete," Boender said. "As it turns out, they are the ones who are losing out in the long run."

Boender believes that just being a member of the team is greater than his own achievements.

Sophomore LaBrent Lawler views the current program as one good for its size, but one that could be possibly be improved by nearly recruiting more of the people already on Wartburg's campus.

"We have a number of good, track-oriented athletes right here under our noses, who could come out but don't," Lawler said. "Coaches in the other sports should encourage their athletes to train two-thirds of the year, instead of just during their sport. That's where the track program could get turned around."

Lawler believes Wuertz's best features are having come from a track background and his young age, which allows him to be fully active with his team. Wuertz is a 1973 Warthurg graduate.

By the time Lawler's a senior, he would like to see 30 to 40 members on the track team. He would also like to see more interest in track from faculty and students.



Sophomores Scott Smith, right, and Steve Rogers, left, turn the corner during a race (opposite page left).

Senior Mike Boerder (opposite page right) comes down the home-stretch in search of another record. Last weekend, Boerder set a Wartburg outdoor record in the 400-Meter Dash with a time of 0:50.4.

Rogers (above left) runs with the pack, hoping for a first-place finish. Rogers



is the defending conference champion in the 1500-Meter Run.

Junior Dennis Washington (above right) crosses the finish line in the 60-Yard Dash. Washington is the Knights' top long jumper, as well as one of the top sprinters on the squad.

Sophomore Jim Paige clears the bar in the high jump (below). Paige set Wartburg indoor and outdoor high jump records as a freshman.

"The bigger our program gets in numbers, the stronger it gets," Lawler said. "Perhaps then, more athletes will get involved, because it won't turn around by itself."

Another concerned member of the Knights' team is freshman Clark Thyng. He agrees the lack of depth is a major problem, but believes the current dilemma can be changed.

"We have no home outdoor meets this spring," Thyng said. "How can you expect people to get interested if you never run in front of your home crowd?"

Thyng, a product of Kaneland in Maple Park, IL, which won the Illinois Class A State Championship the past two years, would like to see an assistant for. Wuertz. He realizes, however, that the current number on the team does not require one.

"If our numbers increase," Thyng said, "an assistant could work with one group, while the head coach worked with the other group. The coaches would have more time to work individually with the athletes."

Thyng believes the team needs more sprinters and more people in the field events.

"We have no pole vaulters and lose points in each meet" because of that, Thyng said. "Those points could be the difference between winning and losing."

Wuertz has several goals he would like to see the team reach and enjoys coaching the small team.

"Building a solid, quality program of thirty men is my chief concern," Wuertz said. "Winning the conference title would be nice, too."

"It's fantastic to watch an athlete compete and give 100 percent in doing so," Wuertz said. "As long as the kids we have enjoy competing, I enjoy being a part of it."



Fears to cheers

Levick's pre-season pessimism forgotten as cagers finish 18-7

By Randall Schroeder

It was a season of contradictions for Wartburg's basketball team. The 1981-82 season did not look promising at the beginning of the year, but the Knights finished 18-7, their best record since 1977-78.

"We've got our backs to the wall," Coach Lewis "Buzz" Levick said before the season started. "We lack depth, our speed is average and we lack physical strength at the forward positions," he continued.

At the end of the season, however, a different tune was heard in the Wartburg camp. The Knights finished second to Luther in the Iowa Conference and were in the running for an NCAA Division Three Tournament at-large berth. The conference runner-up received an at-large berth each of the last two seasons, but that wasn't the case this year.

North Park (IL), which won Division Three National Championships in 1978, '79 and '80 when Mike Harper, now of the NBA's Portland Trailblazers, played there, received the invitation to play in the West Regional that the Knights hoped to earn. North Park finished with a 17-9 record and lost in the first round. More than 10 of the teams in the 32-team field posted records worse than Wartburg's.

"I am disappointed we were not picked as an at-large team for the NCAA," Levick said. "It boggles

my mind that they picked a third-place team over a second-place team."

However, Levick felt the Knights' success was a far cry from the predictions at the beginning of the year.

What was the difference that turned the team into an NCAA contender?

One could look at the play of the seniors and the improvement of the juniors to find the answer. Seniors John Dickkut, Tony Burbach and Dana Uhlenhopp all helped the Knights through some difficult line-up problems. Juniors Mark Merritt, Greg Schmitz, Bobby Garriss and Steve Schulz made big contributions to the team.

Dickkut had his finest season as a Knight. The four-year letterman moved from forward to center before the season started and seemed more at home. Levick commented at the beginning of the season that the position change could help Dickkut, who played center in high school, and he wasn't too far off the mark.

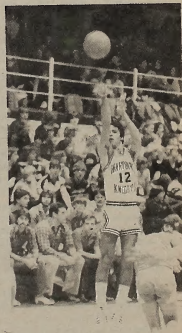
Dickkut finished second to Merritt in scoring. The 6'6" First-Team All-Conference performer scored 403 points. Dickkut was also third in rebounds with 128 and connected on 54.9 percent of his field goal tries and converted 74.8 percent of his free throw attempts.

Sophomore Jim Paige (right), a reserve, looks for a teammate while pressured by the defense.

Junior guard Bobby Garriss (far right) lofts up a long-range jump shot. Garriss was the Knights' top guard, until he was sidelined by a wrist injury in the 15th game. He averaged nearly eight points per game.

Sophomore Dan DeVries (opposite page above) looks into the Central man-to-man defense for sophomore Rich Barnett (50). The Knights have high hopes for both DeVries and Barnett.

All-Conference center John Dickkut lays up a shot over Buena Vista's Anthony Lott (opposite page below). Dickkut scored 403 points this year and finished with 900 points during his four-year career. Lott was declared ineligible later in the season, because he was in his fifth year of competition, and Buena Vista was forced to forfeit several games, including a win over Wartburg.



Dickkut averaged 16.1 points per game (ppg) as a junior and had 900 career points in 98 games on the varsity.

Burbach played in only 16 games after sitting out the first term. His statistics were not as good as they had been in his first three years on the varsity, but he played an important role. The Knights' third leading scorer as a junior, averaged only 4.3 ppg, but had several key assists and one very important basket. That field goal came at the buzzer on a 15-foot desperation shot that let the Knights beat Luther, 54-53, in Decorah. That win was one of only four losses the Norsemen suffered this season.

Burbach finished his career with 700 points.

Uhlenhopp started at guard early in the season and finished as the Knights' number three back-court man when Garris broke his wrist in the 15th game.

Uhlenhopp, who played two years for Wartburg after transferring from Northern Iowa University, scored 93 points this year and ended his stint at Wartburg with 118 points in 34 games. Uhlenhopp had a 52.2 field goal percentage and cashed in on 79.3 percent of his free throws during his Wartburg career.

Despite the loss of the three seniors, the Knights' future looks bright. Merritt was a First-Team All-Conference performer and Schmitz earned second-team honors, while Garris and Schulz enjoyed their best season in Wartburg uniforms.

Merritt led Wartburg with 438 points (17.5 ppg), and he shot 80.0 percent from the free throw line and averaged 5.8 rebounds per game.

The 6'4" forward has scored 767 points in two seasons on the varsity, while shooting over 50 percent from the field and nearly 80.0 percent from the charity stripe.

Schmitz, considered the Knights' top defensive forward, was third in scoring with 301 points (12.1 ppg). He led Wartburg with 192 rebounds and shot 55.1 percent from the field.

Garris scored 119 points (7.9 ppg) before breaking his wrist and missing the last 10 games of the season. Garris has scored 345 points in 63 games during his three years on the varsity.

Schulz moved up to the varsity after two years on the junior varsity and earned a starting guard spot midway through the season. He scored 162 points (6.5 ppg) and shot 60.2 percent from the floor.

Perhaps another sign of things to come, occurred in the final game of the season against Simpson. Sophomore forward Rich Barnett scored a career high 13 points, coming off the bench.

"I told Rich after the game that I hope to see more career-high nights," Levick said. "He has the physical tools to do it."

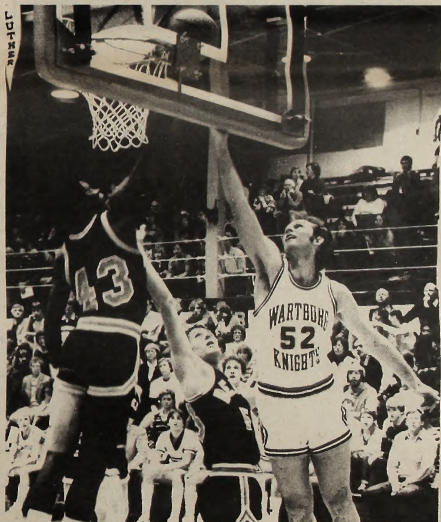
More crucial to the hopes of the 1982-83 season is 6'8" sophomore Dan DeVries, the heir-apparent for Dickkut's position. His best night this season was during the Knights' 101-80 victory over St. Ambrose. DeVries canned 10 of 13 shots from the field that night and tied Merritt for game-high scoring honors with 23 points. DeVries also pulled down seven rebounds that night.

DeVries finished the year with 106 points (4.2 ppg) and shot 63.6 percent from the floor.

"DeVries has told me he is ready to start working on weights to get ready for next season," Levick said.

The question mark for Wartburg next year will be the guard position. Garris and Schulz are the only returners with any kind of experience in the back court.

Levick said his recruiting priorities this year are guards and a big man (about 6'8") for future years.





Junior Diane Smith snatches a rebound. Smith was the Knights' second leading scorer and rebounder this season.

Rookies

First-year coach, inexperienced players look to the future

By Jon Gremmels

Even though the women's basketball team won fewer than half of its games, Coach Kathy Meyer had a lot to be proud of.

"I thought we had a successful season," Meyer said. "We accomplished a lot of our goals, improved as a team and matured."

Wartburg finished with a 9-14 record in Meyer's first year as the coach. Despite the sub .500 record, the women set 23 records during the season.

Sophomore Lynn Dose accumulated nine of those records, while leading the team in scoring and rebounding. She scored 446 points and pulled down 290 rebounds, ranking her 15th in the NCAA Division Three statistics in both categories.

"Lynn had an excellent year and improved during the season," Meyer said.

Dose's single season scoring and rebounding totals set records. She also made it into the record books for most points in a game (35), most field goals in a game (14), most rebounds in a game (23), most field goals in a season (189), best scoring average in a season (19.4) and most blocked shots in a season (30). She also holds the career rebounding mark with 490 caroms.

Meyer said the Knights had a lot of inexperience this season. Nine of the 12 players on the squad were sophomores, while two were freshmen.

Despite the inexperience, Meyer believes a lot of the young players will improve with more playing time.

Junior Diane Smith finished second to Dose in scoring and rebounding. Smith, who set a record by hitting 12 free throws in a game, tallied 194 points and grabbed 176 rebounds.

"Diane had a good year," Meyer said. "She is a good, stable player."

Sophomore Robin Gray averaged 7.8 points per game (ppg) and was third in scoring, 179 points, and in rebounding, with 93 boards.

"Robin did a good job offensively," Meyer said, "but she needs to shoot more. She's a good outside shooter."

Freshman LeAnn Bollum had the Knights' other individual record. She established the mark for most assists in a season (122). Bollum, the only non-Iowan on the team, was also fourth in scoring with 150 points (6.5 ppg).

Meyer said the Goodhue, MN, freshman, "showed maturity for a freshman. Having played five-on-five basketball in high school, especially as a guard, was advantageous. The transition from six-girl basketball (played in Iowa high schools) to the five-girl game (played at the college level) is a big adjustment."

Bollum, Wartburg's floor leader, echoed her coaches sentiments.

"I think the adjustment from high school to college basketball was easier for me, because I had played five-on-five before."

Sophomore Leah Lindeman was the only other player to score over 100 points for the year. She scored 105 points. Sue Lynch, another sophomore, finished near the century mark with 98 points.

Freshman Lisa Koop, the team's top field goal percentage shooter (48.9), was seventh in scoring with 54 points. She was followed by sophomores Brenda Smith (52 points), Roxane Jedlicka (41), Patty Fisher (22), Jane Swanson (12) and Sheila Lane (4).

Meyer said the season's highlight was a winning streak that saw the team win five of six games in a row. The Knights averaged early season losses to Luther and Wisconsin-Platteville during that stretch. Meyer thought those two wins were Wartburg's best games of the season.

Unfortunately, the Knights hit a low spot after the hot streak and lost their last six games of the season. "We weren't playing well at that time," Meyer said.

Meyer believes the team will show improvement next year. She hopes the players will work on basketball over the summer.

"The players are pretty excited about next year," Meyer said. "Our goal is to win one more game than we did this year, although we hope to finish over .500."

Meyer said recruiting will be easier in the future, because Wartburg will be totally under NCAA. The Knights have been in the Association of Intercollegiate Athletics for Women (AIAW), which permitted only limited contact with recruits.

"Home visits will be okay when we were totally in the NCAA, as of next Christmas," Meyer said. "Recruiting will be easier under the NCAA guidelines: Financial aid will be important for recruits, though, because the NCAA allows no athletic scholarships for Division Three schools. However, we have not given out athletic aid in the past."

Meyer said her primary recruiting concerns are to get another guard, who is a good outside shooter; a tall forward (5'10" or 5'11"), who can shoot and rebound and a tall inside player.

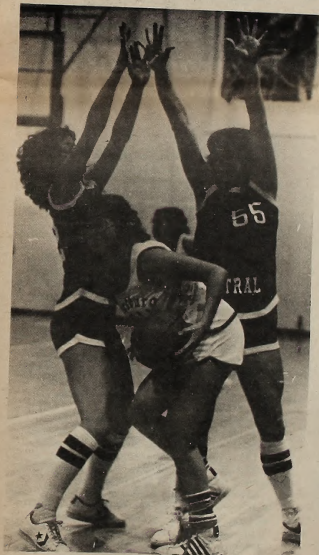
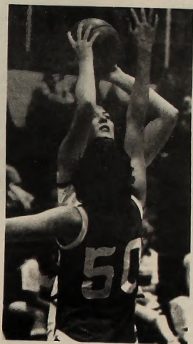
"I really enjoyed myself," Meyer said of her first year at the helm. "The players were ready and willing to work. At first I didn't realize the big transition for the girls from six- to five-girl basketball. I would like to see better attendance at our games, but that begins with us."

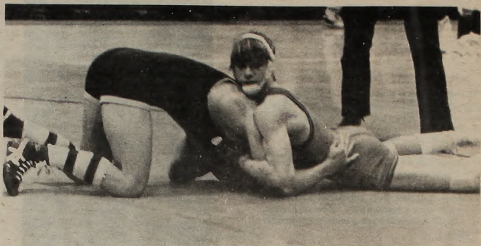
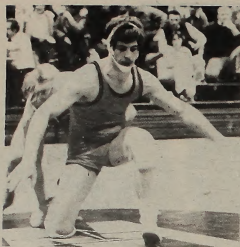
Wartburg's leading scorer and rebounder, Lynn Dose (near right), shoots over the outstretched arm of a defender. Dose, a sophomore, set nine team records and ranked 15th in the nation in scoring and rebounding.

Freshman guard LeAnn Bollum (far right) closes off the lane to the basket.

Sophomore Robin Gray (below left) looks for help when double-teamed by two Central players. Gray finished third in scoring and rebounding for Wartburg.

Bollum (below right) tries to block the shot of a Central player. Bollum set a Wartburg record by dishing off 122 assists in her rookie season.





Near-fall

*Young matmen gain experience;
lone senior places in Nationals*

By Tom Sellen

Wrestling Coach Dick Walker will be the first to admit this year's squad was relatively young and inexperienced. But after the Knights finished third in the Iowa Conference Meet and qualified four wrestlers for the NCAA Division Three National Tournament, he was anything but disappointed.

"We were pleased with the amount of improvement we showed over the year, particularly at the end of the season, plus the fact we had a national place-winner in Mark Arjes was an outstanding accomplishment," Walker said.

Arjes, who finished seventh in the 167-pound class at Cortland, NY, won four of his six matches in the nationals. Those wins upped his record to 30-5 for his final season. Arjes wrestled at 150 during his first three years at Wartburg and ended his career with a 76-28-3 record.

Arjes defeated Ron Smith of Allegheny (PA), 7-2, in the first round, then lost to Sean McCarthy of Wisconsin-Oshkosh, 14-4, in the second round.

He then won his next two matches, a 13-4 win over Mike Smith of Augustana (IL) and a 6-3 victory over Pete Ott of Salisbury State (MD).

Arjes lost an 8-7 decision to Tom Pilary of Binghamton State (NY), but beat Mitch Koss of Rutgers (NJ), 4-1, to take seventh.

"Mark had an outstanding season and wrestled well in the national tournament. His senior year was one that you'd hope every senior could have," Walker said.

Although Arjes was the only Knight to place in the nationals, sophomore Mike Hogan and junior Scott Becker made return trips, while freshman Keith Lienhard went to the national meet for the

first time.

Arjes and Lienhard were conference champs, while Becker and Hogan were runners-up.

Hogan, a two-time conference champion, defeated Greg Lewis of MacMurray (IL), 15-8, in the 134-pound class, before losing to Coe's Dave Fellinger, 9-5.

Hogan ended the year with a 19-10-1 record and a career mark of 39-19-1.

Becker, a heavyweight, lost his opening round match to Chris Haley of Rockport (NY), 20-7, and was eliminated from the competition. He finished his season with an 18-8 mark, including 16 falls. Becker's career record is 52-19-1 and 44 of those wins have ended in pins.

Becker is a better wrestler than his final match seemed to indicate, though, according to Walker.

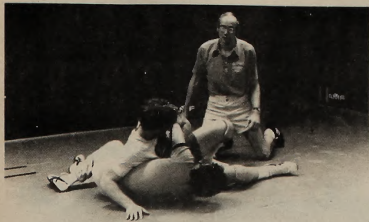
"Becker's opponent at the tournament was probably not as good as the score would indicate," Walker said. "If your man doesn't win his quarter-final match, as in Becker's case, he doesn't get another chance to wrestle," he added.

Lienhard lost his first-round match in the 142-pound class, 12-7, to Randy Lechan of Thiel (PA). Lienhard finished the season with a 13-13 record.

The competition at the national tournament is intense, according to Walker, and the superiority of some of the wrestlers is hard to overcome.

"There are a certain number of opponents you can beat if you wrestle well, but there are also a number of wrestlers you have no opportunity to beat," Walker said.

"They are just so much more physically superior. It's hard to beat them. That's exactly what Arjes went up against" in a couple of matches.



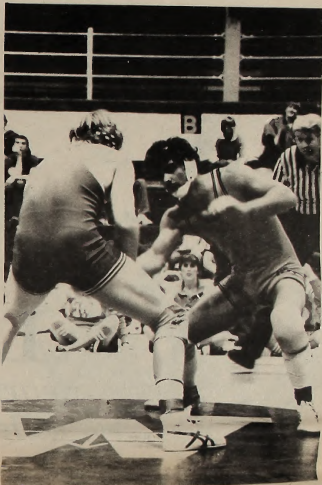
Junior Ryan Abel works for an escape (opposite page left).

Sophomore Mike Hogan (opposite page right) tries to keep control of his opponent. Hogan was able to control most of his opponents, as he finished the year with a 19-10-1 record and claimed his second Iowa Conference 134-pound championship.

Coach Dick Walker (above) instructs two Knights in the wrestling room.

Senior Mark Arjes (right) studies his opponent and looks for a takedown. Arjes finished his final season at Wartburg with a 30-5 record, upping his career mark to 76-28-3. He also won the Iowa Conference Title at 167 pounds and placed seventh in the NCAA Division Three Nationals at 167.

Sophomore Jay Bean (below right) ties up an opponent, working for a throw. Walker called Bean, who had a 16-8 record, one of the most improved wrestlers on the squad.



The Knights finished the season with a 5-4-1 dual meet record and captured third place in the Iowa Conference Tournament. Buena Vista won its third straight IAC crown with 86 points and Central was the runner-up with 63 3/4 points. Wartburg followed with 58 1/4 points and was trailed by Luther, Simpson, William Penn, Upper Iowa and Duquesne.

All of the Knights' losses were at the hands of teams ranked in the top 20 of the NCAA's Division Three.

Walker cited sophomore Jay Bean as one of the most improved wrestlers over the year. Bean had a 16-8 record, wrestling in tournaments and when Becker was sidelined with injuries.

"Jay had to struggle to win a match last year," Walker said, "but was a very strong wrestler for us this season."

Junior Ryan Abel was consistent at 158 throughout the season, and Scott Ruhnke, one of six freshmen in the line-up, placed third in the conference at 177.

Other freshmen in the Knights' line-up included Bing Miller and Martin Starkey, who rotated between 118 and 126 after Starkey entered Wartburg in January. Joe Baumgartner at 150 and Roger Pagel at 190.

The Knights got off to slow start this season and were winless after their first four outings. Baumgartner injured his neck midway through the season, leaving Wartburg with a void at 150.

"We had a lack of numbers in the 126-pound class and our 150 pounder was hurt," Walker said, "so we went through most of the season forfeiting one of the

two weights. "We tried to keep a positive outlook, even though we were losing. The match against Coe was the only one in which we wrestled poorly all season," Walker said about the 37-6 loss. "We got wiped."

Walker will concentrate most of his recruiting efforts on the lower weight classes, since the Knights are thinnest in that area. Walker also believes he has the two best heavyweights in the conference in Becker and Bean. Becker was the champion as a sophomore before dropping a notch to second place this season.

Arjes is the Knights' lone senior this year, so the future looks bright for the wrestlers.

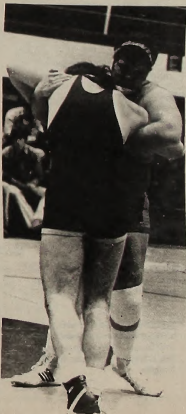
"If we have any success recruiting this year, we should have a good squad coming up," Walker said.

Buena Vista and Central will still be the teams to beat next year, according to Walker. "Buena Vista returns everyone next year, so there isn't much question they will be dominating, and Central also has a lot of kids coming back," Walker said.

Walker believes his squad has the determination and talent to be strong next year, though.

"The support of our coaching was really quite crucial, especially when we were losing a few meets," Walker said. "But our kids knew they were still expected to win. We tried to instruct them on the techniques and what they had to do to win, but I really didn't have to push them, because they were already motivated," he added.

"Our kids want to win," Walker said. "There's just too much hard work involved for them not to take wrestling seriously."

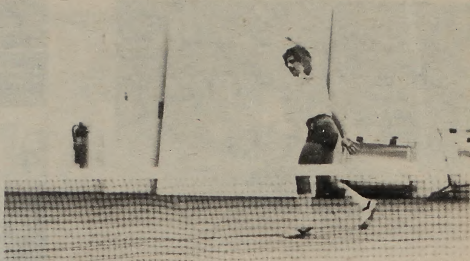




Sophomore Carlos Ramirez (top left) follows through after returning a shot. Ramirez returns to his first-flight singles position this spring.

Junior Tim Kurti (top right) returns a shot to his foe. Kurti is a returning letterman for Wartburg.

Sophomore Owen Greenough (above) smashes an opponent's lob over the net. Greenough is one of five returning lettermen for the Knights.



Love-forty

Netters try to catch Central, while fighting off foes for second

By Tom Sellen

After winning every conference championship last season, Central's tennis squad will be hard to beat, according to Wartburg Coach Don Canfield.

"First place is not out of the picture for us, although Central is definitely in the forerunning," Canfield said. "We'll have a difficult time holding on to second place, because we will be challenged by Luther, William Penn and Simpson."

Last spring Wartburg edged Luther for second place, but was well behind Central.

One advantage Central has might be the Southern tour it took, which included 11 matches.

"Wartburg has taken tours in the past, but with the P.E. Complex, we believe it's to our advantage to invite teams here to compete against," Canfield said.

The complex, with its rugged surface seems to present problems as well as advantages for the Knights, according to Canfield.

"The complex has a slower surface than concrete, and it's excellent for stroking and developing technique," Canfield said. "The ball stays in play longer, which makes the players more dependent upon the basic strokes. However, it's much harder to actually put the ball away on that type of surface."

The Knights return several players from last year's second-place squad. The top returning lettermen are sophomores Carlos and Fernando Ramirez and Owen Greenough and juniors Byron Allmendinger and Tim Kurti.

"I believe we have more strength in numbers than any tennis team I've coached at Wartburg," Canfield said. "We feel our top men have much experience and leadership to hold the squad together."

Canfield said he would be surprised if anyone else on the team would replace the players in the top spots, although he does have talent in freshman

Blake Harms. Harms is the brother of Matt Harms, who graduated last year after four years as one of the team's top players.

"Blake is a good tennis player, and there are many similarities between the way he and his brother play," Canfield said.

Aside from losing Matt Harms and Jeff Overson to graduation, Canfield believes his team has adjusted quite well.

"When a team loses a valuable member such as Matt or Jeff, there are other people to replace them," Canfield said. "Unless you go into the individual diagnosis of each player, we don't have any obvious weaknesses. We are a very balanced team."

Rounding out the Wartburg roster are senior Jack Salzweid, juniors Lody Ranti, Mike Soderling and Ed Sathoff, sophomore Kevin McDonald and freshmen Al Kochler, Jeffrey Corson, Andrew Hanson and Jim Buchheim.

Reminiscent of last season, Central dominated the conference indoor doubles match at Wartburg. March 12 and 13. The Dutchmen tallied 36 points, well ahead of the runner-up Knights, with 12 points. William Penn scored 10 points and Luther took fourth place with four points. Upper Iowa, Dubuque, Simpson and Buena Vista failed to score in the meet.

Canfield has an optimistic outlook for the 22-match season.

"In tennis you are dealing with much more known commodities than in other sports. So if you can beat an opponent one week, chances are you'll beat them again," Canfield said. "We will try to take off from where we ended up last season and make a good conference showing."

In the next edition of

Wartburg

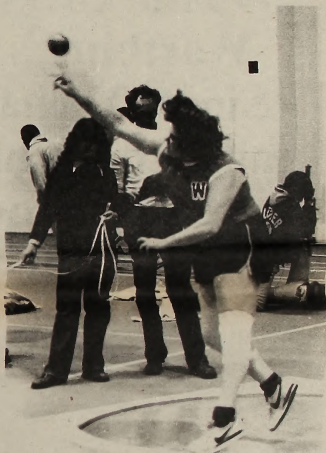
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Jonny get your gun

The draft: the prospects for it and what it will mean to Wartburg students are examined.

Substance abuse

How prevalent are drug and alcohol abuse at Wartburg, and what is being done to curb them?



Plus: Spring sports

Spring sports stories continue in the May Term issue of **Wartburg Magazine**. WM views Coach Earnest Oppermann's final baseball team at Wartburg. Also, stories on the record-setting women's track team, the women's softball program and the men's golf squad.

Coming May 20 to Wartburg

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